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ABSTRACT

The purpose of this survey was to assess the extent and development of humanistic programs in higher education, focusing on teacher education. Information was gathered randomly from nearly 800 teacher education institutions throughout the U.S. Two hundred seventy-nine schools responded to a questionnaire regarding program location, title, emphasis, changes, and requisites; interdisciplinary programs; financial support; teaching methods; number of faculty, enrollees, and graduates; and followup on graduates. The following conclusions can be drawn from an analysis of the responses to questionnaires: (a) humanistic instructional programs have become more available and more diversified; (b) many programs are receiving or anticipate receiving adequate financial support; (c) many programs have a large number of students and sufficient numbers of faculty; (c) there is a clear understanding of the objectives of humanistic instructional programs; and (e) many students are trained adequately so that they can pursue a variety of career objectives at many kinds of institutions. The document contains an extensive program inventory. (HMD)

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A REPORT ON HUMANISTIC PROGRAMS IN HIGHER EDUCATION

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Introduction

Humanistic education is a necessary but greatly misunderstood area of non-traditional study. Many educators believe erroneously that humanists advocate the total replacement of traditional subject matter with a humanistic curriculum. That assumption is totally inaccurate and unsupported by humanistic educators. Although there are major differences between humanistic and traditional education, both approaches are necessary to develop the total human being. Robert Samples observes some differences between humanistic and traditional study:

> In the traditional approach young people listened to scientists. In the process approaches young people mimic scientists. In intrinsic approaches the students are scientists.[1]

1. Robert Samples, "Science: A Human Enterprise", Science Teacher, October, 1972

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These differences need not be preemptive and restrictive. The compatability of such approaches need to be advocated.

Humanistic education attempts to build on cognitive function to maximize human development by confronting concerns, values, and attitudes and to allow students to experiment with various behavioral and valuing alternatives.

> ...humanistic education is a value committment toward certain educational goals. Whereas traditional education is concerned with the mastery of content, humanistic educators are committed to the growth of the whole individual.[2]

Humanistic programs attempt to develop relationships between the individual and significant others to focus on understanding self and society.

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2. Mary Jensen, "Humanistic Education: An Overview of Supportive Data", High School Journal, May 1973, p. 341.

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To reiterate, a fundamental problem is that humanistic education is misunderstood to be a panacea or a purely non-traditional approach to education. Humanistic education is another viable method that is best used in conjunction with other educational approaches. There are several other problems that deserve attention.

Problem

Another problem area is the lack of concrete data on humanistic education. Many educators are quite familiar with the rhetoric, but not as familiar with the procedures for persuing humanistic method. Generally, an overview of humanistic education has been stated above. The question often remains: How do we proceed from here?

Several educators have outlined a format for utilizing humanistic approaches in the

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classroom. David Aspy[3] uses a modification of Flanders' Interaction Analysis to guage the performance of humanistic teachers. Gerald Weinstein and Mario Fantini[4] develop an affective curriculum model to expedite humanistic procedure in the classroom. Methods developed by Krathwohl, Mestafel, Carkuff and Gazda are also valuable models.

There is little concrete evidence available on the utilization of these methods in humanistic programs. These programs are rather new and experimental at most schools.

Purpose

The purpose of this survey is to assess the extent and development of humanistic programs in higher education. Although the focus of the study is on teacher education institutions, other colleges were included in the survey.

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3 David Aspy, Toward A Technology For Humanizing Instruction

4 Mario Fantini and Gerald Weinstein, Toward Humanistic Education, Praeger, N.Y.,1971.

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Although the notion of humanistic education and psychology has been practiced nearly two decades, this survey attempts to assess the recent impact of humanistic philosophy on traditional education. (1) Are humanistic methods formally practiced in college classrooms? (2) Is there a systematic effort to teach humanistic skills and technology to prospective teachers? (3) To what extent do these programs attempt to deal with humanistic education? (4) What is the status of humanistic programs in higher education?

Method

Since there is little information on the extent of formal humanistic programs, information was gathered randomly from nearly 800 teacher education institutions throughout the Nation. A basic form was distributed to each institution. This

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form requested specific information about formal humanistic education programs. In the Spring of 1974, these questionaires were interpreted. In some cases additional information was sought.

Limitation

It is difficult to determine institutions that may have humanistic programs. Since the study is only concerned with formal programs, schools conducting seminars and workshops were included in the study, but listed separately. Furthermore, related programs not connected with higher education institutions may provide excellent training for individuals.

Yet, the purpose of this survey is to gather specific information about degree granting humanistic programs. Membership data from several national organizations provided essential mailing information. Most institutions of higher learning

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belong to a formal national organization. These institutions that do not belong to a formal national organization were not included in the survey.

Because of the narrow interpretation of humanistic education used in the survey, many institutions were compelled to answer "no" to the appropriate question regarding the existence of a humanistic program in their institution. Humanistic education has come to mean something quite specific. Certainly, under a much broadeer definition, there would be more programs included in the survey.

Generally, the survey was not designed to gather information on institutions that offered humanistic courses. Some exceptions were made here. Three distinctions were made between the kinds of humanistic programs. The three classi-

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fications are (1) schools offering humanistic programs, (2) schools offering related programs and (3) schools offering formal courses and workshops. Schools that offered formal programs as part of a degree granting program that had as its objective the teaching of humanistic skills are labeled humanistic. Schools offering more traditional subject matter but purport to focus on the development of humanistic skills are labeled "related programs". Schools without formal programs but offering formal courses and workshops are called "informal" programs. Many informal programs are in the process of developing formal degree programs,i.e, pursuing writing and curriculum development strategies. Some institutions listed no formal program but indicated that a formal program will be developed. Further investigation may develop additional information on the extent of humanistic programs in higher education.

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PART II

PROGRAM ANALYSIS

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Two hundred and seventy-nine(279) schools responded to the survey or thirty-four percent of the approximately eight hundred institutions contacted. Thirty-three humanistic programs were identified from the questionaires. Eleven(11) institutions or 4% were identified to have formal humanistic instructional programs. Fourteen(5%) of the schools reporting indicated the existence of related humanistic instructional programs. Eight institutions(3%) indicated the existence of informal, but developing efforts to teach humanistic techniques. Two hundred and forty-six(246) institutions responded that no humanistic program was available at their school(88%). However, some schools indicated some effort at developing a humanistic program.

Each questionaire item will be examined below.

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Geographic Area

Each respondent was requested to indicate school name and address to ascertain the geographic distribution of the institutions responding. Of the institutions offering humanistic instructional programs, five are located in the Midwest. Four humanistic programs are located in the East. Of the remaining two instructional programs, one is located in the West and one is located in the South.

Of the related programs, four are located in the East. Five instructional programs are located in the South. Also, four programs are located in the Midwest. Only one related program responded from the West.

Of the informal programs, three out of eight are located in the East. Four informal humanistic programs can be found in the South. One

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informal humanistic program can be found in the West. There were no informal programs reported in the Midwest.

Two hundred and forty-six institutions reported no humanistic program. Of that number, one hundred and seven responded from the Midwest. Eighteen western institutions responded. Seventy-one responded from the South while forty-eight institutions from the East reported.

A total of two hundred and seventy-nine schools responded to the questionaire. There were one hundred and fourteen from the Midwest, twenty-one from the West, eighty-two from the South and sixty-two from the East.

Several schools could not be included in the survey because they failed to indicate the presence or absence of a humanistic program on their campus.

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Table 1

Response by Geographic Region

Program	Number	Region	%	Total
Humanistic Program				
	5	Midwest	45	
	4	East	36	
	1	West	9	
	1	South	9	
				11
Related Program				
	4	East	29	
	4	Midwest	29	
	5	South	36	
	1	West	7	
				14
Informal Program				
	3	East	37	
	4	South	50	
	1	West	13	
	0	Midwest		
				8
Other Institutions				
	107	Midwest	43	
	23	West	7	
	71	South	29	
	48	East	20	
				246

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Title of Program

Most institutions indicated a variety of program titles. However, most program titles comprised four major areas, i. e., humanistic education and psychology, humanistic education, humanistic education and humanities, and humanistic education and philosophy. The humanities area is most significant. If an institution indicated a specific inclination toward humanistic strategies it was included in that category. Some institutions , regretably, did not distinquish between traditional humanities programs and humanistic strategies. Similarly, formal programs in psychology and philosophy that indicated specific humanistic strategies,e.g., human development and values clarification.

In the humanistic education and psychology area, several distinct program titles were indicated. One at the doctoral level(2%), four at the Masters level(8%), five at the baccalaureate(10%) and two at the interdisciplinary level(4%) represents the various [illegible].

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The humanistic education category produced program titles at each level. There were four program titles in humanistic education at the doctoral level(8%), one at the Masters level(2%), ten at the baccalaureate level(20%), and eleven at the interdisciplinary level(22%). Humanistic education was the most predominant program title.

The humanistic and humanities category produced far fewer programs titles. There were no program titles at the doctoral or Masters level. The baccalaureate level produced four(8%) while the interdisciplinary level produced three(6%) of the program titles in this category.

The category, humanistic education and psychology encouraged only one response. There were no program titles at the doctoral, Masters, or baccalaureate level. The interdisciplinary

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level produced one response(2%).

Three institutions offering humanistic programs did not respond to this item. Often schools may offer a concentration in humanistic education, but not under a specific program title.

Table 2

Program Titles in Humanistic Education

Level	Category	Number	%
	Humanistic Educ and Psychol		
Doctorate		1	2
Masters		4	8.1
B. A		5	10.2
Interdis.		2	4
	Humanistic Educ		
Doctorate		4	8.1
Masters		1	2
B.A.		10	20.4
Interdis		11	22.4

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Table 2(Cont.)

Level	Category	No.	%
	Hum. Ed/Humanities		
D		0	0
M		0	0
B		4	8.1
I		3	6.1
	Hum.Ed/Philosophy		
D		0	0
M		0	0
B		0	0
I		1	2.0
	No Response	3	6.1

Emphasis of Program

Four separate areas were indicated as a major emphasis by all institutions reporting programs. The four major areas were research, counseling, individual improvement and basic inquiry, and teacher education. Individual improvement and basic

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inquiry was the category chosen most frequently by programs responding at the undergraduate level (11). Individual improvement and basic inquiry at the interdisciplinary level was indicated by seven(7) institutions as a program emphasis. Teacher education is emphasized in five(5) humanistic instructional programs. Three programs indicated an emphasis on teacher education at the interdisciplinary level. Several humanistic programs emphasized other specific ares of instruction. Research at the interdisciplinary level, counseling at the interdisciplinary and doctoral levels, individual improvement and basic inquiry at the doctoral level and teacher education at the doctoral level were cited once each by institutions as a major program emphasis.

Three programs had no major emphasis; Six programs did not respond to this item.

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Table 3

Emphasis of Program

Level	Emphasis	Number
	Research	
D		0
M		0
B		0
I		1
	Counseling/ Psychology	
D		1
M		2
B		2
I		1
	Indiv.Improv/ Basic Inqiry	
D		1
M		2
B		11
I		7
	Teacher Ed.	
D		1
M		0
B		1
I		3
	No Response	6

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Title of Degree Program

Eight distinct categories of degree programs were indicated by institutions. These categories included doctorate(Ed.D), Master of Education, and B.A. or B.S., interdisciplinary doctorate, masters, and B.A. programs. Three humanistic instructional programs offer an educational doctorate. Four programs offer a Masters of Education. Twelve programs offer a B.A. or B.S. degree. Three degree categories produced no response: interdisciplinary degree, interdisciplinary doctorate and Masters. Only the interdisciplinary baccalaureate category produced response in this area. Six programs chose the B.A. category. Twenty institutions indicated no degree program- nearly half of the programs responding.

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Table 4

Title of Degree Program

Degree	Number
Doctorate	3
Masters	4
B.A. or B.S.	12
Interdis.	0
Interdis. Ed.D	0
Interdis. M Ed.	0
Interdis. B.A.	6

Length of Program

Surprisingly, many humanistic instructional programs have been operating for some time. It is generally thought that humanistic education is very new. Nearly half(18) of the programs have been functioning for more than two years. Five programs have been in existence for one year and four programs have functioned for two years. Twelve programs did not precisely indicate their length of operation.

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Interdisciplinary Departments

Although not all schools indicated interdisciplinary programs, several schools were requested where appropriate to list major departments servicing their interdisciplinary program. Six major departments were categorized - education and psychology, education and sociology, education and philosophy, English, aesthetic education and general social science. General social science was a category listed by seventeen institutions. Aesthetic education, education and psychology, education and philosophy and English are all listed seven times each. Education and sociology was listed three times. Sixteen institutions listed an emphasis on interdisciplinary study, but did not indicate major departments involved in their programs. Some schools have interdisciplinary departments. Under these circumstances, it may not have been necessary to list separate departments in-

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volved in an interdisciplinary program.

Table 5

Interdisciplinary Departments

Major Departments	Number
Education / Psychology	7
Education/ Sociology	3
Education/ Philosophy	7
English	7
Aesthetic Education	7
Social Science	17
No Response	16

Program Changes

Institutions were requested to designate specific program changes, in an attempt to ascertain strategies for continual program improvement. Six areas were cited by institutions responding. These categories represented strategies for expansion, streamlining, research, staffing, increased enrollment, and structural changes. Five programs indicated the need for additional staffing, eight programs anticipated structural changes and four programs in each

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area, i.e.,research, expansion and enrollment chose these areas as a major concern. No institution chose streamlining as a strategy. Twenty-one programs did not respond to this item. Several institutions were unclear as to the nature of the question while others were not aware of specific changes indicated in program policy statements.

Financial Support

Suprisingly, many schools are receiving adequate financial support. Responses were grouped into five categories: (a) adequate funding within the college, (b) inadequate funding within the college, (c) adequate funding outside the college, (d) inadequate funding outside the college and (e) uncertain about funding. Nine programs reported that

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they would receive adequate funding within the institution. Three programs indicated inadequate funding within the institution. On funding outside the institution, two programs indicated adequate funding. Four programs indicated inadequate funding outside the institution. Eleven schools remained uncertain about their funding. Several schools had made applications, but had not yet been approved. Fifteen schools did not respond to this item.

Table 6

Financial Support

Category	Number
Adequate funding/w college	96
Inadequate fund/outside col.	4
Inadequate fund/w col	3
Adequate fund/outside col	2
Uncertain	11
No response	15

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This particular area needs additional study. We need to determine how to keep humanistic programs functioning in our uncertain academic climate.

Program Requisites

Many institutions did not respond to this particular item on the questionnaire. For institutions without graduate programs, the item was not appropriate. Furthermore, some programs have liberalized their requirements. Still other programs represent concentrations or may be interdisciplinary in nature. Seventeen programs indicated that the item was not applicable.

Teaching Method

This item was designed to produce information that would indicate what teaching methods were employed in each program. The

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methods mentioned included scientific laboratory, team and individual problem solving, curriculum innovation, interdisciplinary approaches, and other methods. Fifteen schools at the baccalaureate level indicated using an interdisciplinary approach method. Twelve institutions at the baccalaureate level indicated using team and individual problem solving methods. Thirteen schools at the baccalaureate level use innovative teaching techniques. At the M Ed. level, four programs each used scientific laboratory, team and individual problem solving, and curriculum innovation as teaching methods. Of the five doctoral categories, four programs utilize team and individual problem solving techniques, three programs use a scientific laboratory and three programs use curriculum innovation.

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Only two programs at the doctoral level use an interdisciplinary approach. No programs at the doctoral level reported using other methods.

Eleven humanistic instructional programs did not respond to this item. It may be possible that some programs use more traditional methods.

Table 7

Teaching Method

Method	Doctorate	Masters	B.A.
Scientific Lab.	3	4	5
Team/Indiv. Pre.	4	4	12
Curric. Innov.	3	4	13
Interdisciplin	2	5	15
Other	0	2	5

* Eleven programs did not respond to this item.

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Faculty

This item attemped to determine the number of faculty at each level. Eleven programs reported between one and five faculty on their graduate staff. Three programs have between six and ten graduate faculty. Another three programs have eleven to fifteen graduate faculty. There are no programs reporting between sixteen and twenty graduate faculty.

At the undergraduate level, four programs report between one and five faculty. Three programs report between six and ten faculty. There are no programs reporting faculty between eleven and fifteen members. Five interdisciplinary programs could not clearly identify their faculty. Five programs did not

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respond.

Table 8

Faculty

Number of Faculty	Graduate Programs	Undergraduate Programs
1-5	11	4
6-10	3	3
11-15	3	0
16-20	0	3

* This item was not applicable to five programs. Five programs did not respond.

Students

The enrollment in humanistic instructional programs can serve as a barometer to measure the vitality of such programs. Two programs reported twenty-one to thirty students. Also, two

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programs reported thirty-one to forty students. Three programs reported forty-one to fifty students. Three additional programs each reported between seventy-one and eighty students while an aditional three programs reported more than three hundred students, but less than four hundred students. Five programs have more than one hundred students,but less than two hundred students. Two programs report more than five hundred students. No programs reported students at the following levels: under ten, sixty-one to seventy, fifty-one to sixty, eighty-one to ninty, ninty-one to one hundred, and more than two hundred. Twelve programs reported no available information on the number of students.

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Table 9

Students

Number of Students	Number of Programs
0-10	0
11-20	1
21-30	2
31-40	2
41-50	3
51-60	0
61-70	0
71-80	3
81-90	0
91-100	0
more than 100	5
more than 200	0
more than 300	3
more than 400	2
more than 500	2
more than 600	2

* Twelve programs reported no available information

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Graduates

Many programs have large numbers of graduates. Several graduate programs had graduates in at least one area. Five programs reported between one and twenty graduates since the inception of the program. Two programs had between eighty-one and ninty graduates. One program each reported graduates at these levels: between twenty-one and forty, between forty-one and sixty graduates between sixty-one and eighty graduates and more than one hundred. Another program reported more than two hundred graduates. Still another program reported more than four hundred graduates. No programs reported more than three hundred graduates.

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Several categories did not produce response. No undergraduate program reported graduates between one and twenty, between forty and sixty and eighty and one hundred. Furthermore, no undergraduate program reported more than one hundred, more than two hundred or more than three hundred. Two undergraduate programs reported between twenty-one and forty graduates. Another program reported more than four hundred graduates.

Sixteen programs did not respond. Most humanistic programs are relatively new and have not had an opprtunity to produce graduates.

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Table 10

Graduates

Graduates		Undergraduate	
Number of Graduates	Number of Programs	Number of Graduates	Number of programs
1-20	4	1-20	0
21-40	1	21-40	2
41-60	1	41-60	0
61-80	1	61-80	0
81-100	2	81-100	0
more than 100	1	more than 100	0
more than 200	1	more than 200	0
more than 300	0	more than 300	0
more than 400	1	more than 400	1
Total: (estimated) 840		Total: 440(estimated)	

* Five programs reported no graduates
\+ Sixteen programs did not respond

Graduates- Where Do They Go?

At the doctoral level, two programs reported that their graduates pursue careers in graduate schools. Three programs reported stu-

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dents pursuing careers in educational institutions. One doctoral program reported graduates in rehabilitation institutions. Likewise, one doctoral program reported students working in private industry. Another program indicated that their students worked in private industry as well. No doctoral program reported other vocational persuits by its graduates.

At the masters level, five programs reported students in graduate schools. Five programs also reported students in rehabilitation institutions and community organizations. Six programs indicated that their students worked in educational institutions. Three programs reported graduates in private industry. No program reported other educational or vocational persuits by its graduates.

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At the baccalaureate level, ten programs indicate that their students continue in graduate schools. Six programs report that their students work in educational institutions. Five programs reported graduates in rehabilitation institutions while while seven programs indicated students in private industry. Six programs reported students in community organizations. No programs reported students in other areas.

At the interdisciplinary level, eight programs reported that their students continue in educational institutions. No other program reported on their students.

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Table 11

Graduates- Educational and Vocational Interest and objectives

(By Number of Program and Percentage of Programs)

Academic Level	Institutions				
	Grad Sch.	Educ. Insti.	Rehab. Insti.	Pri. Ind.	Com. Org.
Ed.D	2(7%)	3(7%)	1(3%)	1(3%)	1(3%)
Masters	5(13%)	6(15%)	5(13%)	3(7%)	5(13%)
B.A.	10(26%)	6(15%)	5(13%)	7(18%)	6(15%)
Interdis.	0	8(21%)	0	0	0

* Twenty-one programs did not have information available

Conclusions

Several conclusions can be drawn about humanistic programs based on information gathered in this study.

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1. Humanistic instructional programs have become both more available and more diversified.

   It is surprising that there are A variety of programs at all academic levels ranging from emphasis on phenomenology and Buber Philosophy to educational and human development.

   Programs seem to be dispersed well throughout all geographic areas of the Nation and at all kinds of schools from the larger universities to the smaller colleges.

2. Many programs are receiving or anticipate receiving adequate financial support.

   Ultimately, many programs anticipate increased staff and enrollment over a period of time. These programs have become an established part of their institutions Master Plan.

3. Many programs have large numbers of students and adequate faculty.

   These programs are thriving throughout the Nation and include students and faculty whose primary function

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is the persuit of humanistic philosophy.

4. <u>There is a clear understanding of the objectives of humanistic instructional programs.</u>

Many programs have a rationale and philosophy consistant with the fathers of humanistic education. These programs have not lost sight of the full range of implications of humanistic education for developing more competent teachers and students

5. <u>Many students are trained adequately so that they can persue a variety of career objectives at many kinds of institutions.</u>

The range of choice for humanistic students has increased since many potential employers are recognizing the value and importance of humanistic programs.

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PART III

PROGRAM INVENTORY

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This section is divided into four distinct parts. The first part will focus on the guidelines used in the study. A second section will list the programs reporting humanistic programs. A third section will list schools reporting no program and schools in some stage of development of a humanistic program. A final section will list institutions teaching and practicing humanistic techniques, but not neces - sarily connected to educational institution;

Both humanistic instructional programs, related humanistic programs, and informal humanistic programs are list in Part III.

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Guidelines

The program descriptions are based on fifteen characteristics. These characteristics include: program title, program emphasis, geographic area, length of program operation, number of interdisciplinary departments, projected program changes and financial support, program requisites, teaching methods, number of students, number of faculty, number of graduates, and a follow-up on graduates.

The following statements describe the objectives and characteristics of the program descriptors.

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Geographic Area:	The name and address of the school was used to determine geographic area of each humanistic instructional program.
Program Title:	An attempt here was made to determine the precise nature of the program based on its primary "salable" description.
Emphasis:	Emphasis of the program is the purpose and focal point of the program. An attempt here is made to determine further the nature of the program, i.e., teaching and instructional or self development.
Length of Program:	Several programs listed dates rather than length of program. Here, information was estimated.
Program Changes:	Specific information was requested to determine the viability and durability of programs.

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Faculty:	Many programs have full and part-time faculty. They are all included. Also, interdepartmental faculty are counted where available.
Students:	Most programs listed students in their program as 'majors'. This, however, may not preclude students enrolled in courses for enrichment purposes.
Special Methods:	Teaching methods employed by the staff and/or taught to students include: Scientific Laboratory Team and Individual Problem Solving Other Methods Interdisciplinary Approaches Curriculum Innovation
Requisites:	It was not specified what kind of requisites were sought, e.g., institutional or departmental.

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Interdisciplinary Departments: Programs were requested to list all departments utilized in program.

Follow-up on Graduates: To determine the 'salability' of graduates and their vocational interests. The following areas were designated:

- Graduate Schools
- Educational Institutions
- Rehabilitation Institutions
- Private Industry
- Community Organizations

Graduates: These programs without 'majors' could not list graduates.

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PROGRAM DESCRIPTIONS

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AUGUSTANA COLLEGE(Related Program)
Sioux Falls, South Dakota

Title of Program:	None
Emphasis:	Humanistic Inquiry
Title of Degree:	None
Program Changes:	Develop full degree
Courses Offered:	Humanism in Education Human Relations

BERRY COLLEGE
Mount Berry, Georgia 30149

Title of Program:	Undergraduate psychology interdisciplinary major. Students initiate program with one or more faculty advisors.
Emphasis:	Human Resource Development based on students desires and needs. Preparation of human relations generalists.

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Title of Degree:	B.A. or B.S. in Psychology
Length of Program:	For several years the program has been identified and evolving.
Anticpated Program Changes:	Greater emphasis on internship and interdisciplinary studies.
Financial Support:	Within the College framework.
Special Methods:	Scientific Laboratory Team and Individual Problem Solving Curriculum Innovation Interdisciplinary Studies Practicum/Applied Studies Research
Student Enrollment:	80-Several advance graduate educational psychology courses and students.
Faculty:	One undergraduate One graduate Three part-time

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Vocational Pursuits:	No concrete data available, but fairly certain that graduates participate in a variety of post graduate activities relevant to work and to the areas listed.

BETHUNE-COOKMAN COLLEGE
Daytona Beach, Florida 32015

Title of Program:	None
Emphasis:	Self Actualization. Improving relations among public school teachers. Improving relations among students and teachers.
Methods:	Team and Individual Problem Solving Curriculum Innovation Interdisciplinary Skills Human Relations Lab Self- Actualization Lab

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BOSTON, UNIVERSITY
Boston, Massachusetts 02215

Title of Program:	Ed.D in Humanistic Education Masters: Humanistic and Behavioral Studies B.A. in Humanistic and Behavioral Studies
Emphasis:	Interdisciplinary study
Length of Program:	One year
Interdisciplinary Departments:	Philosophy Psychology Sociology
Financial Support:	Ed.D- Boston University Masters- National Endowment
Requisites:	Ed.D: Two years experience and a baccalaureate degree

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Methods:	Ed.D:and Masters: Scientific Laboratory and Research Team and Individual Problem Solving B.A.: Curriculum Innovation/ Teaching Strategies Interdisciplinary
Faculty:	Graduate: 10 Undergraduate: 10
Student Enrollment:	Graduate: 40 Undergraduate: 25
Graduates:	Graduate: 12 Undergraduate: 10

BROOKLYN COLLEGE(Related Program)
Brooklyn, New York 11210

Title of Program	Performance Based Program for the Education of Teachers

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Emphasis:	Development of Human Values
Length of Program:	1974
Interdisciplinary Departments:	Early Childhood Elementary Education Secondary Education
Special Methods:	Team and Indivual Problem Solving Interdisciplinary Skills

CALIFORNIA STATE COLLEGE
California, Pennsylvania 15419

Title of Program:	Experimental Program in the Foundations of Education

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Emphasis:	Freedom to develop humanistic method
Degree:	B.A.
Length of Program:	Three years
Program Changes:	Expansion of Center
Special Methods:	Scientific Laboratory Team and Individual Problem Solving Curriculum Innovation/ Teaching Strategies
Faculty:	One
Students:	Thirty
Graduates:	None

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CALIFORNIA STATE UNIVERSITY(Related)
Hayward, California 94542

Title of Program:	Child Development
Emphasis:	Human Development(birth through death)
Title of Degree:	B.S. in Child Development
Length of Program:	Four years
Interdisciplinary Departments:	Faculty holds degrees in anthropology, psychology, philosophy, medicine, and biology. Emphasis on team teaching
Anticipated Program Changes:	Increased focus on aging and elderly. Use of Innovative Funds(CSUC system)to modularize instruction. Develop closer ties with social and natural sciences.

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Funding:	Regular and special funding
Methods:	Team and Individual Problem Solving Curriculum Innovation Interdisciplinary Approach Field Assignments
Faculty:	10
Students:	180
Graduates:	700
Vocational pursuits:	Graduate Schools Educational and Rehabilitation Institutions Private Industry Community Organizations
Additional Comments:	Name change proposed: Human Development

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CARLETON COLLEGE
Northfield, Minnesota 55057

Title of Program:	Core courses in humanistic psychology
Emphasis:	Human Development
Title of Degree:	B.A. in Psychology
Length:	Three years
Interdisciplinary Departments:	Religion
Faculty:	One
Vocational Pursuits:	Graduate Schools Community Organizations

CENTRAL CONNECTICUT STATE COLLEGE (Related)
New Britain, Connecticut 06050

Title of Program:	Core interdisciplinary curriculum
Emphasis:	Human Development

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Program Concentration:	Independent Study Human Behavior - Sexuality Development of Humanistic Programs in Education Educational Marathon on Humanistic Study Family Life Studies Independent Study and Reading in Psychology
Projected Program:	Center for Life Studies

COLLEGE OF SAINT TERESA(Related)
Winona, Minnesota 55987

Title:	Human Relations
Emphasis:	Sensitivity to human needs
Degree:	None
Length:	Three years

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Methods:	Interdisciplinary Scientific Laboratory Team and Individual Problem Solving Curriculum Innovation
Faculty:	4
Students:	50
Graduates:	50
Where Have Your Graduates Gone?	Educational Institutions

COLORADO STATE COLLEGE(Related)
Fort Collins, Colorado 80521

Title:	Educational Psychology and Human Relations(module)
Emphasis:	Development of interpersonal communication skills
Degree:	B.A. in Education

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Special Methods:	Humanistic Teaching Humanistic Laboratory
Students:	Required of all students in education

EAST CAROLINA UNIVERSITY
Greenville, North Carolina 27834

Title:	None
Emphasis:	Self Awareness
Interdisciplinary Courses:	Literature Seminar in Values Ethics Personality

EASTERN KENTUCKY UNIVERSITY(Related)
Richmond, Kentucky 40475

Title:	General Studies Humanities
Emphasis:	Exploration of the universal

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	aspects of human experience by focusing on human feelings, ideals, and strivings.
Length:	Since 1967
Interdisciplinary Departments:	Music Philosophy Religion Art Literature Psychology
Faculty:	3
Funding:	University
Students:	361
Methods:	Curriculum Innovation Interdisciplinary Teaching Strategies

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GEORGE WILLIAMS COLLEGE
Downers Grove, Illinois 60515

Title of Program:	Counseling Psychology
Emphasis:	Humanistic and phenomenological approach. Mixture of theory and professional skills training.
Title of Degree:	M.S. in Counseling Psychology
Length of Program:	1967
Program Requisites:	MAT test; personal interviews, GPA: 3.0, three consecutive semesters of full time
Faculty:	4
Students:	88
Graduates:	64

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Where Have Your Graduates Gone?	Graduate Schools Educational Institutions Rehabilitation Institutions Private Industry Community Organizations

HAMPTON INSTITUTE

Hampton, Virginia 23368

Title of Program:	None
Emphasis:	Humanistic approach to the humanities.
Degree:	None
Length of Program:	Two years
Methods:	Problem Solving Curriculum Innovation Interdisciplinary
Program Changes:	Expand program More research

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HIGHPOINT COLLEGE(Related)
Highpoint, North Carolina 27262

Program Title:	Human Relations
Degree:	B.A. in Human Relations
Emphasis:	Leadership and self development
Length of Program:	Seven years
Departments:	Psychology Sociology
Progaram Changes:	More faculty and students More community service
Funding:	Private Foundations Colleges
Methods:	Scientific Laboratory Interdisciplinary Community Service Internship Problem Solving Curriculum Innovation

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Faculty:	1½
Students	85
Graduates	60
Vocational Pursuits:	Graduate Schools Educational Institutions Rehabilitation Institutions Private Industry Community Organizations

LOYOLA UNIVERSITY(Related)
New Orleans, Louisiana 70118

Title of Program:	Experimental Common Curriculum
Emphasis:	Self Awareness and Human Communication
Degree:	None

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Special Courses:	Dialog courses Mode of Thought courses
Methods:	Team Problem Solving

LYNDON STATE COLLEGE(Related)
Lyndonville, Vermont 05851

Title of Program:	Behavioral Science
Emphasis:	Self knowledge and self growth
Title of Degree:	B.A. in Behavioral Sciences
Length of Program:	Six years
Interdisciplinary Departments:	Psychology Sociology Philosophy Music
Program Changes:	More faculty

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Funding:	Vermont State College System
Methods:	Scientific Laboratory Team and Individual Problem Solving Curriculum Innovation Interdisciplinary Teaching Strategies
Faculty:	9
Students:	150
Graduates:	100
Vocational Pursuits:	Graduate Schools Educational Institutions Rehabilitation Institutions Private Industry Community Organizations
Related Courses:	Human Develpoment Human Relations Therapy

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MAYVILLE STATE COLLEGE
Mayville, North Dakota 58257

Title of Program:	Education
Emphasis:	Awareness Education
Degree:	None
Length:	5 years
Interdisciplinary Departments:	Music Art Literature Social Science
Program Changes:	Continuous review
Financial Support:	Adequate
Special Methods:	Interdisciplinary
Faculty:	Six

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Students: Uncertain

MEDAILLE COLLEGE(Related)
Agassiz Circle
Buffalo, New York 14214

Title of Program:	Human Services
Emphasis:	Humanistic and Non-Traditional Approaches
Courses of Interest:	Culminating Seminar Philosophy and Contemporary Arts Radical Educational Theory Social Psychology Native American Perspectves
Length:	1974
Requisites:	None
Special Methods:	Interdisciplinary Field Experiences

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Students: 15

NEW YORK UNIVERSITY
New York, New York 10003

Title of Program:	Humanistic Psychology Program
Emphasis:	Self Awareness
Degree:	None(Degree possible under regular degree programs with elements of humanistic focus)
Courses and ~~Work~~ Workshops:	Self Exploration Gestalt Therapy Encounter Techniques Sensory Awareness The Whole Person Body Awareness
Faculty:	Several faculty teach in the humanistic psychology program

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NORTH LOUISIANA UNIVERSITY
Monroe, Loisiana 71201

Title of Program:	Guidance and Counseling National Consortium for Humanizing Education
Emphasis:	Training of Counselors and research
Title of Degree:	M Ed. and Ed.D in Guidance
Length of Consortium:	Three years
Interdisciplinary De Departments:	Education Psychology
Requisites:	18 hours of undergraduate behavioral and social science.
Methods:	Curriculum Innovation/ Teaching Strategies Interdisciplinary Research

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Faculty:	3(consortium)
Students:	75
Graduates:	50
Vocational Pursuits:	Graduate Schools Educational Institutions Community Organizations
Funding:	NIMH

SONOMA STATE COLLEGE

Rohnert Park, California 94928

Title of Program:	Masters: Humanistic Psychology B.A.: Psychology
Length of Program:	Masters: since 1965 B.A.: since 1961
Projected Changes:	Initiate community psychology and involvement. More orientation to therapy and helping relationships.

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Methods:	M.A. and B.A. : Scientific Laboratory Team and Individual Problem Solving Curriculum Innovation Interdisciplinary Teaching Strategies Individual Instruction
Faculty:	M.A.- 3 B.A.- 20
Students:	M.A.- 22 B.A.- 661
Vocational Pursuits:	B.A. and M.A.: Graduate Schools Educational Institutions Rehabilitation Institutions Private Industry Community Organizations

QUEENS COLLEGE(Related)
New York, New York 11367

Title of Program:	Aesthetic [illegible] ches to Elementary Education

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Emphasis:	Buber Philosophy
Title of Degree:	B.S. in Elementary Education
Length:	Two years
Teaching Methods:	Scientific Laboratory Team and Individual Problem Solving Curriculum Innovation Interdisciplinary
Faculty:	6
Students:	60
Graduates:	30
Graduate Pursuits:	Graduate Schools Community Organizations

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PERU STATE COLLEGE(Related Program)
Peru, Nebraska 68421

Title of Program:	Peru Accelerated Competency Based Education(Self-PACE)
Emphasis:	Interaction skills
Title of Degree:	B.S. in Education
Length of Program:	2 years
Program Changes:	Increased resources and materials; development of teacher made materials
Financial Support:	Uncertain
Requisites:	None
Special Methods:	Team and Individual problem Solving Curriculum Innovation Teaching Strategies
Faculty:	35

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Students:	100
Graduates:	100
Graduate Pursuits:	Graduate Schools Educational Institutions Rehabilitation Institutions Community Organizations
Courses of Interest:	Human Growth

SAINT OLAF COLLEGE(Related)
Northfield, Minnesota 55057

Title of Program:	Para College
Emphasis:	Tutorial Examination System(includes study of human suffering)
Title of Degree:	B.A. (student concentration determines title)
Length:	Five years

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Interdisciplinary Departments:	Humanities Social Science
Funding:	College
Program Changes:	Develop long range plans. Revamp educational philosophy
Teaching Methods:	Scientific Method Curriculum Innovation Problem Solving Interdisciplinary Examination Proficiency
Faculty:	12
Students:	240
Graduates:	70
Graduate Pursuits:	Graduate Schools Educational Institutions Private Industry Community Organizations

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SAINT MARY'S COLLEGE
Notre Dame, Indiana 46556

Title of Program:	Humanistic Studies Program
Emphasis:	Study of cultural history and human behavior
Title of Degree:	B.A. in Humanistic Studies
Length of Program:	1956
Interdisciplinary Departments:	English Art Psychology
Funding:	Uncertain
Faculty:	2
Students:	65
Graduates:	500

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Vocational Pursuits:	Graduate Schools Educational Institutions Private Industry

SAINT MARY COLLEGE

Winona, Wisconsin

Title:	Human Development and Education
Emphasis:	Self Awareness geared toward the helping professions
Degree:	M Ed. and B.A. in Human Development and Education
Length:	One year
Departments:	Psychology Philosophy Sociology Education
Program Changes:	New majors, more faculty Development of Center Concept

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Financial Support:	M Ed.- yes B.A.- uncertain
Methods:	M Ed.: Scientific Laboratory and Research Problem Solving Interdisciplinary B.A. : Problem Solving Curriculum Innovation Interdisciplinary
Faculty:	M Ed.: 12 B.A.: 18
Students:	M Ed.: 60 B.A.: 108
Graduates:	M Ed.: 3 B.A.; unknown
Graduate Pursuits:	M Ed.: Graduate Schools Educational Institutions Rehabilitation Institutions Private Industry Community Organizations

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SOUTHERN OREGON COLLEGE
Ashland, Oregon 97520

Title of Program:	None
Emphasis:	Humanistic Approaches
Special Courses:	Humanistic Psychology Personal-Social Adjuustment Group Dynamics Humanizing Instruction Evolution of Consciousness Existential Thought Individual Communication

STATE UNIVERSITY OF NEW YORK
Fredonia, New York 14063

Title of Program:	None
Emphasis:	Development of Humanistic skills

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Special Courses:	Humanistic Education Confluent Education Group Process in Education Advance Seminar in Group Process

STEPHENS COLLEGE(Related)

Program Title:	Concentration in General Humanities
Emphasis:	Humanistic Inquiry
Degree:	B.A.
Length:	Four years
Departments:	General Humanities
Program Changes:	Additional courses

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Teaching Methods:	Team and Individual Problem Solving Curriculum Innovation Interdisciplinary
Faculty:	5
Students:	300
Vocational Pursuits:	Graduate Schools
Comments:	General Humanities is one of several departments that that deals with humanistic subjects.

TENNESEE STATE UNIVERSITY(Related)

Title of Program:	Competency Based Teacher Education Program
Emphasis:	To get students to understand themselves and how they relate to others
Degree:	None

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Length:	Two years
Departments:	Psychology Human Relations Lab
Methods:	Problem Solving Interdisciplinary
Faculty:	2
Students:	200
Special Courses:	Human Relations Component including self confrentation, self realization exercises; physical development, relaxation-thinking skills Empathy Training Respect Training Concreteness

UNIVERSITY OF ALABAMA
Tuscaloosa, Alabama

Title of Program:	None(concentration in humanism

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Emphasis:	General orientation to the implications of humanism for education
Degree:	None
Length:	Three years
Requisites:	None
Methods:	Scientific Laboratory Problem Solving Curriculum Innovation Teaching Strategies Interdisciplinary
Faculty:	One
Students:	Graduate: 3 Undergraduate: 18
Graduates:	42 have completed courses

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UNIVERSITY OF ILLINOIS(Related Program)
Chicago, Illinois

Title:	Experimental Bachelor's Degree Program
Emphasis:	Develop humanistically Allow students freedom to design curriculum
Degree:	B.A. or B.S.
Length:	Four years
Departments:	Depends on students individual program
Program Changes:	Under consideration to become regular faculty
Requisites:	None
Methods:	Curriculum Innovation Interdisciplinary Student/Faculty Cooperation Teaching Strategies

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Faculty:	Varies according to specific program
Students:	400
Graduates:	30
Vocational Persuits:	Graduate Schools Educational Institutions Private Industry

UNIVERSITY OF MASSACHUSETTS

Amherst, Massachusetts

Title:	Ed.D, M Ed., B.A. } Humanistic Education
Emphasis:	To become competent in methods and settings that promote full humaness
Degree:	Doctorate of Education Masters of Education

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Length:	Six years
Methods:	Scientific Lab Curriculum Innovation Teaching Strategies Problem Solving
Faculty:	13
Students:	Graduate: 300 Undergraduate: 100
Graduates:	200
Vocational Pursuits:	Graduate Schools Rehabilitation Institutions Educational Institutions Community Organizations

UNIVERSITY OF SOUTH DAKOTA
Vermillion, South Dakota 57069

Title: Humanistic Education

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Emphasis:	Development of whole person. Less emphasis on subject matter. More emphasis on developing the whole child.
Degree:	B.A.
Length:	1974
Departments:	History Philosophy English Arts
Progarm Changes:	Center Concept Specialized humanistic courses
Requisites:	None
Methods:	Teaching Strategies Curriculum Innovation Interdisciplinary
Faculty:	One
Students:	34

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WESTERN CONNECTICUT STATE COLLEGE
Danbury, Connecticut

Title:	The Nature of Man- An Interdisciplinary Program in Humanistic Study
Emphasis:	Comparative readings from primary sources on man as a social creature, his place in Nature and concern for philosophical thought
Degree:	None
Length	13 years
Departments:	Humanistic Study and Philosophy Art Musicology English Sociology Psychology

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Methods:	Interdisciplinary Teaching Strategies Curriculum Innovation
Faculty	10
Students	1800

THE WILLIAM PATERSON COLLEGE OF NEW JERSEY
Wayne, New Jersey 07470

Title of Program:	None
Emphasis:	Humanistic study Self awareness
Courses:	Education of the Self Humanistic Education Values Clarification Group Dynamics Non-Traditional Approaches to Education Theater Games

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